

Student Name \_\_\_\_\_

Teacher Name \_\_\_\_\_

School \_\_\_\_\_

System \_\_\_\_\_



# English III

# Item Sampler

**Tennessee End of Course Assessment**

**English III Form 3**

The Pearson logo consists of the word "PEARSON" in a bold, white, sans-serif font, centered within a solid black rectangular background.

**PEARSON**

Developed and published under contract with State of Tennessee Department of Education by the Educational Measurement group of Pearson, a business of NCS Pearson, Inc., 2510 North Dodge Street, Iowa City, Iowa 52245. Copyright © 2012 by State of Tennessee Department of Education. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of State of Tennessee Department of Education.

## Contents

Introduction to English III .....	4
Content of tests .....	4
Test development .....	4
Test administration .....	4
Tips for Taking the Test.....	5
Preparing for the test.....	5
Before the test .....	5
During the test.....	5
Directions for Using the Item Sampler .....	6
English III Item Sampler .....	45
Answer Key with Reporting Category and Performance Indicator.....	51

## **Introduction to English III**

### **Content of tests**

The testing program titled the *Tennessee End of Course Assessment* was established to meet the Tennessee mandate for end of course assessments in Tennessee secondary schools. These tests measure the Tennessee State Performance Indicators. Subject areas covered by the end of course assessments include Mathematics, Language Arts, History, and Science.

### **Test development**

For the *Tennessee End of Course Assessment*, a staff of writers – composed of both teachers and professional test developers experienced in each of the content areas – researched and wrote the items. Professional editors and content specialists carefully reviewed all items and test directions for content and accuracy. To provide a large pool of items for final test selection, the test developers created approximately twice as many items as were needed in the final editions of the tests.

After tryout tests were administered, student responses were analyzed. Professional content editors and researchers carefully reviewed items, their data, and test directions for content, suitability, and accuracy before including particular items and test directions in operational tests.

### **Test administration**

*Tennessee End of Course Assessments* are given to students as they near the end of courses that are included in the program. Tests may be given midyear for block schedules or at the end of the school year.

You will have ample time to read and answer each of the questions. The English III test has been designed to be administered in one session and is not timed.



# **Tips for Taking the Test**

## **Preparing for the test**

- Review this Tennessee End of Course Item Sampler for English III carefully and thoroughly.
- Acquire the Tennessee End of Course Practice Test for English III, and take the test several times.
- Become familiar with the correct way to mark answers on the answer sheet.

## **Before the test**

- Get a good night's sleep. To do your best, you need to be rested.

## **During the test**

- Relax. It is normal to be somewhat nervous before the test. Try to relax and not worry.
- Listen. Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them.
- Plan your time. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later. First answer all questions that you are sure about.
- Think. If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

## **Directions for Using the Item Sampler**

This Item Sampler for English III provides specific information to students and teachers. It contains examples of different item types for each Performance Indicator that may be tested in any given end of course test administration. Performance Indicators have been grouped by Reporting Categories. These Reporting Categories will be used to report information regarding performance on the end of course test to students, teachers, schools, and systems.

The items in this Item Sampler will not be found in the end of course tests. The number of items in this Item Sampler does not reflect the emphasis of content on the test. In order to identify the emphasis of content, the End of Course Assessment Practice Test English III should be used. The Practice Test gives a better representation of content emphasis across Reporting Categories and Performance Indicators.

An Answer Key is located in Page 45. Use it to check your answers. Review items that you get wrong.

Read the journal entry and the biography, then answer questions 1 through 13.

### Mark Twain, an American Original

Journal of Fred X. Thompson  
February 3, 1865

While the war continues in the East, I am in the foothills of the Sierras, pocket mining with my friend Jim Gillis and a newspaper acquaintance of his named Sam Clemens. Mining is an insufferable experience; every day here is the same old weather, as Sam says, “Cold and rain and mud and rain again.” Jim is a young chap—a young man with a wellspring of optimism. He told me that he brought Sam out here to help him relieve his melancholy. Sam said he appreciated the gesture but the weather is causing him to rethink his options. Jim has an extensive library, and Sam keeps busy writing and reading when he is not sloughing in the dirt for treasure. I talk to Sam often. He says he rarely thinks of the previous few months, after the editor at the *Territorial Enterprise* “quietly” ousted him from the paper. Sam said he had trouble looking in the faces of people to whom he owed money and couldn’t pay.

The other day Sam observed that Jim seems happiest when he is dirty. I cannot imagine that Sam feels the same. Sam said he relishes the idea of living a poverty-stricken lifestyle, but I doubt whether he believes that enduring such conditions is enjoyable. Jim swears up and down the claim we are working will fill our pockets with gold to give us each enough money for a thousand lifetimes and some left over. He tells us every day, “It is ours for the taking if only the blasted wind will blow those angry clouds over yonder mountains.” This morning was difficult for Sam. All morning he trudged endlessly back and forth, fetching water for the washing pans and getting soaked to the core for his troubles. I rejoice that Jim listened to Sam when he cajoled Jim into escaping the incessant downpour by visiting the dilapidated tavern in camp.

Inside, Sam saw Ben Coon snoozing in his usual spot next to the stove. Slumped in a chair that he filled to capacity and then some, he was probably dreaming of happier days when he piloted his boat downriver. Jim said to let him sleep, but Sam couldn’t resist the opportunity to roust him and goad him into telling a story. The prospect of eating another round of beans and dishwater left me with the desire to listen to one of Coon’s endless ramblings—even though his tale would be humorless. Much to the dismay of our fellow prospectors, Sam loudly cleared his throat and casually bumped Ben’s chair as he pulled a seat up to the stove. That bump plumb near startled the man through the roof, but he recovered quickly with “Hey did I ever tell you about the time . . . ?” and launched into a story about an incorrigible gambler who would bet on everything, even how high his frog could jump. As Coon tells it, a stranger passing through town defeated the gambler by surreptitiously feeding the gambler’s frog buckshot so the frog couldn’t jump. Coon told the tale without humor and emotion, and I sat in amazement at how he could drain the life from the tale by doing so.

As Coon began another story, I saw Sam jotting down some notes—a few details about the jumping frog, I’d venture. If anyone can breathe a little life into that tale, I’ll bet Sam can do it. He talked about sending it to his friend Artemus Ward. Maybe his publisher will like the story enough to print it and bring Sam some good fortune.

### Biography of Mark Twain

Samuel Langhorne Clemens, more famously known by the pen name Mark Twain, was born in Florida, Missouri, in 1835. Throughout his life, he created stories he enjoyed sharing with others—entertaining stories with adventure and a little bit of trouble, not the kind about good little girls and boys that were provided to him as a child.

Twain’s life and the characters around him crept or barged their way into his tales that were often larger than life. Tales from his youth, while he was living on the banks of the Mississippi River, inspired his novel *The Adventures of Tom Sawyer*. His uncle’s farm, which he visited every year for two to three months at a time, became a setting for *Huckleberry Finn* and *Tom Sawyer Detective*. The farm was four miles from Florida, Missouri, but Twain moved the farm to Arkansas in his story. Tom Blankenship, one of his closest boyhood friends, was his inspiration for Huck Finn. Tom’s dilapidated old house was also the inspiration for Huck’s home.

Twain had many jobs, related and unrelated to writing, that gave him the experience to create the stories people have fallen in love with for more than a century. His father died when Twain was thirteen, and between Twain’s older brother Orion’s wages as a printer in St. Louis and the money collected from his sister Pamela’s piano pupils, Twain’s family was able to get by. At this time, Twain left school and worked for the *Hannibal Courier* as a printer’s apprentice. He discovered he loved writing two years later when he started working for his brother Orion as an editorial assistant. Later he moved from city to city, working for various newspapers. Then from 1859 through 1861, he worked as a steamboat captain on the Mississippi. When the Civil War ended, river trade decreased almost to a halt, and Clemens took the pen name Mark Twain. His pen name was a nautical term, meaning two fathoms deep, that let riverboat captains know the water was safe to navigate.

Following the war, Twain worked for several newspaper companies as a columnist. He managed his money poorly and eventually lost his job in October 1864. His “Jumping Frog” story, which is now known as “The Celebrated Jumping Frog of Calaveras County,” was inspired by a tale told by a man named Ben Coon during their time at Angels Camp, a mining camp in Calaveras County, California.

Following the success of this publication, Twain compiled a collection of his short stories to submit to Artemus Ward’s publisher, Carleton. Much to Twain’s frustration, Mr. Carleton’s clerk refused to grant Twain an audience with his employer. When Twain finally received an audience with the publisher, Mr. Carleton most emphatically refused to accept the manuscript. Twenty years later, Mr. Carleton expressed his regrets in being the only one foolish enough to refuse to publish Twain’s book. Twain forgave him and stopped including Mr. Carleton as a character who was always killed in his stories.

After Twain received his first book contract from the American Publishing Company of Hartford, Connecticut, he had more difficulties. As instructed in the contract, Twain delivered his manuscript in July 1868, but the publisher halted publication for fear that one of his stories, “The Innocents Abroad,” would damage the company’s reputation. Twain refused to remove the story. On a buggy ride with Elisha Bliss, the representative from the company who was also illustrating the stories, Twain said there would be trouble if Bliss didn’t get to work on his book. The trouble ended around July 1869 when Twain threatened to sue for damages if the book wasn’t published in the next twenty-four hours. The company published it, and after nine months the sales brought the company out of debt, according to Bliss.

Samuel Clemens continued to write and publish his work his entire adult life. He wrote novels, humor, satire, short stories, plays, essays, and letters. Although he wrote under several pseudonyms, he was best known for the work he produced using the pen name Mark Twain. He passed away in 1910, but he continues to be one of the most celebrated and read authors in U.S. history.

## Reporting Category: Logic

Numbers 1 through 2

**Performance Indicator:** 3003.5.3 Evaluate text for fact and opinion.

1. Which statement from "Mark Twain, an American Original" is a fact?

- ☐ A While the war continues in the east, I am in the foothills of the Sierras, pocket mining with my friend Jim Gillis and a newspaper acquaintance of his named Sam Clemens.
- ☐ B Sam said he relishes the idea of living a poverty-stricken lifestyle, but I doubt whether he believes that enduring such conditions is enjoyable.
- ☐ C I rejoice that Jim listened to Sam when he cajoled Jim into escaping the incessant downpour by visiting the dilapidated tavern in camp.
- ☐ D If anyone can breathe a little life into that tale, I'll bet Sam can do it.

**Performance Indicator:** 3003.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.

2. Which statement from "Mark Twain, an American Original" best shows Fred Thompson's opinion about the mining camp?

- ☐ A Jim has an extensive library, and Sam keeps busy writing and reading when he is not sloughing in the dirt for treasure.
- ☐ B Jim swears up and down the claim we are working will fill our pockets with gold to give us each enough money for a thousand lifetimes and some left over.
- ☐ C The prospect of eating another round of beans and dishwater left me with the desire to listen to one of Coon's endless ramblings—even though his tale would be humorless.
- ☐ D Coon told the tale without humor and emotion, and I sat in amazement at how he could drain the life from the tale by doing so.

## Reporting Category: Literature

Numbers 3 through 3

**Performance Indicator:** 3003.8.13 Analyze texts to identify the author's life experiences, attitudes, viewpoints, and beliefs and how these relate to the larger historical, social, and cultural context of his or her work.

3. Based on the information in "Mark Twain, an American Original," what is most likely true of Fred Thompson?

- ☐ A He believes that he, Jim, and Sam should be helping fight the war in the East instead of mining.
- ☐ B He is considering using the money he makes from the mine to help Sam get over losing his job.
- ☐ C He finds it strange that Jim would invite a former newspaper writer to do manual labor in a mine.
- ☐ D He knows enough about writing to recognize that Sam has talent and will probably be successful.



## Reporting Category: Language

Numbers 4 through 4

**Performance Indicator:** 3003.1.4 Use phrases and clauses in a variety of ways to create sophisticated complex sentences.

4.

**Read these sentences from Paragraph 2 of "Biography of Mark Twain."**

Twain's life and the characters around him crept or barged their way into his tales that were often larger than life. Tales from his youth, while he was living on the banks of the Mississippi River, inspired his novel, *The Adventures of Tom Sawyer*.

**Which revision correctly combines these sentences to create a complex sentence?**

- ☐ A Twain's life and the characters around him crept or barged their way into his often larger-than-life tales from his youth, while he was living on the banks of the Mississippi River, inspired his novel, *The Adventures of Tom Sawyer*.
- ☐ B Twain's life and the characters around him crept or barged their way into his tales, which were often larger than life, from his youth living on the banks of the Mississippi River, inspired his novel, *The Adventures of Tom Sawyer*.
- ☐ C Twain's life and the characters around him crept or barged their way into his tales, including his novel *The Adventures of Tom Sawyer*, which was larger than life, inspired by tales from his youth while he was living on the banks of the Mississippi River.
- ☐ D Twain's life and the characters around him crept or barged their way into his tales that were often larger than life, as in his novel, *The Adventures of Tom Sawyer*, which was inspired by tales from his youth, when he lived on the banks of the Mississippi River.

## Reporting Category: Writing and

Numbers 5 through 7

Research

**Performance Indicator:** 3003.4.1 Select the research topic with the highest degree of focus.

5.

**On which specific research topic did the author of "Biography of Mark Twain" most likely focus?**

- ☐ A Clemens's life from his birth to his death
- ☐ B how Clemens succeeded as a writer during his lifetime
- ☐ C events that influenced Clemens's writing and publishing
- ☐ D why Clemens's works have received attention from their publication to the present day

**Performance Indicator:** 3003.4.2 Differentiate between primary and secondary sources.

6.

**Which item would have been a potential primary source for "Biography of Mark Twain"?**

- ☐ A a copy of Twain's first book contract
- ☐ B a map showing the location of Twain's uncle's farm
- ☐ C a history of American newspaper writing in the 1860s
- ☐ D a magazine article from 1910 about the childhoods of famous authors

**Performance Indicator:** 3003.4.6 Identify information that must be cited or attributed within a writing sample.

**7. Read this excerpt from "Biography of Mark Twain."**

On a buggy ride with Elisha Bliss, the representative from the company who was also illustrating the stories, Twain said there would be trouble if Bliss didn't get to work on his book. The trouble ended around July 1869 when Twain threatened to sue for damages if the book wasn't published in the next twenty-four hours. The company published it, and after nine months the sales brought the company out of debt, according to Bliss.

**Which information should be included with the excerpt?**

- ☐ A a discussion of what Twain could have meant when he said there would be trouble
- ☐ B an acknowledgement of the person who helped the author find information about Bliss
- ☐ C a full bibliographic reference to Twain's book including publisher, city, and publication date
- ☐ D an in-text citation of the author's source for Bliss's account of the argument and its consequences

## Reporting Category: Logic

### Numbers 8 through 8

**Performance Indicator:** 3003.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.

**8. Which statement from "Biography of Mark Twain" most clearly reflects the author's views about Twain's work?**

- ☐ A Tales from his youth, while he was living on the banks of the Mississippi River, inspired his novel, *The Adventures of Tom Sawyer*.
- ☐ B Twain had many jobs, related and unrelated to writing, which gave him the experience to create the stories people have fallen in love with for more than a century.
- ☐ C Following the success of this publication, Twain compiled a collection of his short stories to submit to Artemis Ward's publisher, Carleton.
- ☐ D Although he wrote under several pseudonyms, he was best known for the work he produced using the pen name Mark Twain.

## Reporting Category: Writing and Research

**Performance Indicator:** 3003.4.2 Differentiate between primary and secondary sources.

**9. For which part of "Biography of Mark Twain" could "Mark Twain, an American Original" serve as a primary source?**

- ☐ A the story of Twain's childhood in Missouri
- ☐ B the description of Twain's continuing acclaim as an author
- ☐ C the account of Twain's first successful publication of a short story
- ☐ D the explanation of Twain's dispute with the American Publishing Company

**Performance Indicator:** 3003.4.6 Identify information that must be cited or attributed within a writing sample.

**10. Which sentence from "Biography of Mark Twain" should cite "Mark Twain, an American Original" as its source?**

- ☐ A Twain's life and the characters around him crept or barged their way into his tales that were often larger than life.
- ☐ B Following the war, Twain worked for several newspaper companies as a columnist.
- ☐ C His "Jumping Frog" story, which is now known as "The Celebrated Jumping Frog of Calaveras County," was inspired by a tale told by a man named Ben Coon during their time at Angels Camp, a mining camp in Calaveras County, California.
- ☐ D As instructed in the contract, Twain delivered his manuscript in July 1868, but the publisher halted publication for fear that one of his stories, "The Innocents Abroad," would damage the company's reputation.

**Reporting Category: Literature**

Numbers 11 through 13

**Performance Indicator:** 3003.8.10 Analyze the development of similar or contrasting themes across two or more literary passages.

11. Which theme do both "Biography of Mark Twain" and "Mark Twain, an American Original" identify in Twain's life?

- ☐ A the belief that he was destined for great success
- ☐ B the ability to find writing inspiration all around him
- ☐ C a knack for making better choices than others made
- ☐ D a talent for expressing in writing exactly what was on people's minds

**Performance Indicator:** 3003.8.10 Analyze the development of similar or contrasting themes across two or more literary passages.

12. How do the two passages offer contrasting images of Mark Twain?

- ☐ A "Biography of Mark Twain" presents Twain as something like an overnight success, while "Mark Twain, an American Original" shows that Twain suffered some difficult times.
- ☐ B "Biography of Mark Twain" emphasizes the wide nature of Twain's fame, while "Mark Twain, an American Original" suggests that Twain was more appreciated in his hometown.
- ☐ C "Biography of Mark Twain" emphasizes Twain's strong, almost stubborn belief in himself, while "Mark Twain, an American Original" suggests that Twain acknowledged and regretted his mistakes.
- ☐ D "Biography of Mark Twain" suggests that Twain was moved to write because he wanted to share his stories, while "Mark Twain, an American Original" shows Twain was interested in monetary gain.

**Performance Indicator:** 3003.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).

13. What information would most likely be omitted if "Biography of Mark Twain" incorporated more details from the events Thompson describes in the journal entry?

- ☐ A Ben's inability to tell an interesting story
- ☐ B Fred's observations about the mining camp
- ☐ C Sam's feelings about leaving his newspaper job
- ☐ D Jim's role in bringing a friend to help with the claim



## Reporting Category: Writing and Research

Numbers 14 through 18

**Performance Indicator:** 3003.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).

14.

**Read this paragraph from a student's personal narrative.**

Last September, my family spent a weekend camping in a really beautiful state park. **(1)** We plan to head back again this year, and I can't wait! **(2)** The water was crystal clear; and after we set up our tents, we watched fish swimming beneath us. **(3)** We hiked about a mile to our campsite, which was nestled in a valley next to a stream. **(4)** That night, the stars faded slowly into view and twinkled until we zipped ourselves into tents to sleep.

**Which rearrangement puts the last four sentences of the paragraph into chronological order?**

- ☐ A 4, 3, 2, 1
- ☐ B 2, 3, 4, 1
- ☐ C 1, 3, 4, 2
- ☐ D 3, 2, 4, 1

**Performance Indicator:** 3003.3.4 Select the most precise word from a given list of synonyms.

15.

**Read this sentence.**

Holding his camera at the ready, Ron walked through the dense undergrowth and around the thick pine trees, doing his best not to make a sound.

**Which word is the most vivid replacement for the underlined word in this sentence?**

- ☐ A crept
- ☐ B darted
- ☐ C hiked
- ☐ D strode



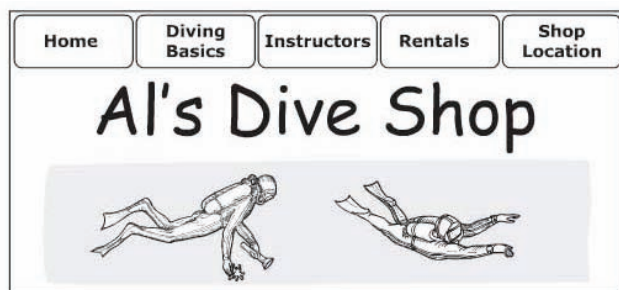
Performance Indicator: 3003.3.13 Identify the targeted audience for a selected passage.

16.

**Which sentence uses correct parallel structure?**

- ☐ A As James drove away, he thought about getting a job, finding a place to live, and he wanted to enroll in some college classes.
- ☐ B Ilsa tried to live by the work advice her father had given her: be sure to do your best on the job, always save a little money each week, and be sure to take time for yourself on weekends.
- ☐ C The kids had a great time at the zoo; they laughed at the monkeys' antics, stared in wonder at the huge elephants, and they loved seeing the seals zipping smoothly through the water.
- ☐ D Although we were tired after painting the rooms, we still took the time to pick up all the plastic sheets covering the floor, pull all the protective tape off the windows and trim, and wash out all the brushes and rollers.

Read the Web page and answer questions 17 through 22.



## Why Scuba Dive?

While there are certainly professions that involve scuba diving, the vast majority of people scuba dive for recreational purposes. Diving takes you into another world, a magical world of underwater landscapes and rich marine life. Once you have experienced this world, you will want to revisit it again and again.



## How to Begin

If you have never dived before, do not think you can just rent some equipment and go diving. Scuba diving can be dangerous if you do not know what you are doing, and dive shops will not rent equipment to people who are not certified divers.

Therefore, the first step to diving is to take a basic scuba diving course. Do not worry — the course is simpler and probably less expensive than you think.

## Prerequisites

You will have to meet some basic prerequisites before you enroll in a scuba diving course:

- You must be at least 10 years old to take the Junior Open Water Diver Certification and at least 15 years old to take the Open Water Diver Certification.
- You must be in good health. Diving is not a strenuous sport, but you will need to do things like get out of the water and into a boat. Some heart and ear conditions may preclude you from diving, but if you are in general good health, you should be able to scuba dive. If you have questions about a health condition preventing you from diving, then check with your physician.
- You must be able to swim 200 meters using any method you choose.
- You must be able to tread water or to float for 10 minutes.

## Junior Open Water Diver Certification

This certification allows children ages 10 to 15 to dive at a depth up to 40 feet when accompanied by a person who is at least 18 years old and who has an Open Water Diver Certification (OWDC). The Junior Open Water Diver Certification (JOWDC) will automatically transfer to an OWDC when the child turns 15. For the basic structure of the course, [click here](http://WWW.AlsDiveShop/Certify/JOWDC): [WWW.AlsDiveShop/Certify/JOWDC].

## Open Water Diver Certification (OWDC)

This certification allows someone to dive at a depth up to 60 feet when accompanied by at least one other person who has at least an OWDC. This certification is for life and does not need to be renewed; however, a refresher course may be needed if the diver has not dived in more than a year. The OWDC is a prerequisite for taking the Advanced Diver Certification or any of the specialty dive courses. To learn more about the course, [click here](http://WWW.AlsDiveShop/Certify/OWDC): [WWW.AlsDiveShop/Certify/OWDC].

The OWDC can be done in as little as 3 days or can take several months, depending on your availability and schedule. The course contains three parts — academic, pool training, and open water training.

## Academic

This part of the course can be done online or in a classroom.

It consists of text, videos, lectures, and covers topics like diving techniques, safety considerations, hand signals for underwater use, how to use and maintain equipment, how to plan a dive, and how diving affects the body.

## Pool Training

In this part of the course, you will practice the techniques you learned in the academic part of the course and will develop basic skills in diving, breathing, using your equipment, and communicating while underwater.

## Open Water Training

In this part of the course, you will take four dives in open water (the ocean or a lake) and will practice with your instructor all the skills you learned in the pool. This is the part of the course that will make you want to dive again and again!

Once you have completed the Open Water Certification, come see us for equipment rentals or for the next course if you want to advance your scuba skills.

**Performance Indicator:** 3003.4.4 Evaluate the validity of Web pages as sources of information.

17. Which addition would **most** help establish the credibility of this Web page?

- ☐ A information about the history of scuba diving
- ☐ B testimonials from former students of the diving school
- ☐ C photographs of what a diver might see in training portions of the certification course
- ☐ D a link to the site of a nationally acclaimed diving organization showing its endorsement of this establishment

**Performance Indicator:** 3003.4.5 Determine which statement presents an opposing view from those stated on a Web page.

18. Which statement represents an opposing view to the Web page?

- ☐ A Learning to scuba dive entails several steps.
- ☐ B Scuba diving is an unforgettable experience.
- ☐ C People of all ages can learn to scuba dive with a little help.
- ☐ D Scuba diving can be risky and it is important to be prepared.

### Reporting Category: Informational Text Numbers 19 through 20

**Performance Indicator:** 3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.

19. The implied main idea of this Web page is that for aspiring scuba divers, certification is

- ☐ A optional based on age.
- ☐ B essential and accessible.
- ☐ C not as rigorous as it should be.
- ☐ D offered at only certain times of the year.

**Performance Indicator:** 3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.

20. How does the Web page's structure impact its purpose?

- ☐ A The headings clearly help customers see at a glance what scuba certification involves.
- ☐ B The bulleted portions direct customers to the most important information they will need to begin their instruction.
- ☐ C The opening question might deter people from wanting to rent equipment or become certified to scuba dive.
- ☐ D The fact that the course requirements are listed last might lead people to believe that certification is optional.

### Reporting Category: Communication and Media Numbers 21 through 24

**Performance Indicator:** 3003.7.3 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.

21. How do the graphics impact the message of the Web page?

- ☐ A They demonstrate how easy it is to learn to dive.
- ☐ B They quickly communicate the purpose of the shop.
- ☐ C They illustrate why it is important to take scuba lessons before diving.
- ☐ D They contradict the idea that scuba diving is not as expensive as people expect.

**Performance Indicator:** 3003.7.5 Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.

22.

**Which consideration is a limitation of using a Web page to advertise a diving school and rental shop?**

- ☐ **A** A Web page cannot share information about which instructors a person might work with.
- ☐ **B** A Web page cannot clearly outline the steps involved in acquiring the scuba certification.
- ☐ **C** A Web page is located on a computer and people will have difficulty finding the shop's real location.
- ☐ **D** A Web page is impersonal and does not reassure customers of the trustworthiness of the people they will work with.



Read the oral report and answer questions 23 through 27.

### People Are People

My name is Kayla Jackson, and our group is going to talk about common values among different cultures.

Globalization has brought different cultures together in a way unimaginable one hundred years ago. Today, Chinese, Indians, Arabs, Africans, Anglos, and Hispanics may all work in the same offices or live in the same neighborhoods, and their children may attend the same schools. This proximity of cultures creates great diversity here in America, but even in locations that are culturally homogenous, the people often have access to diversity via the Internet and other media. As cultures rub shoulders with each other, many differences stand out, and American society has lately emphasized the importance of diversity.

We want to show, however, that there is more to these cultures than diversity. Sandy will give you specific examples of what seems to be a sort of cultural unity, and then James will discuss what this may mean.

Hi. My name is Sandy McCullough, and I'm going to show you three areas in which different cultures seem to share common values. I will give the value and then read quotes from four separate cultures, all of which seem to support the same value. Here we go:

#### Honesty

"Honesty is the first chapter in the book of wisdom." *Thomas Jefferson, American President*

"Be honest to those who are honest, and be also honest to those who are not honest." *Lao Tzu, Chinese philosopher*

"A sacrifice is obliterated by a lie and the merit of alms by an act of fraud." *Hindu saying*

"One falsehood spoils a thousand truths." *African proverb*

#### Mercy and Kindness

"The quality of mercy is not strained; it droppeth as the gentle rain from heaven Upon the place beneath. It is twice blessed — It blesseth him that gives, and him that takes." *William Shakespeare, British playwright*

"The best memory is that which forgets nothing, but injuries. Write kindness in marble and write injuries in the dust." *Persian proverb*

"Kindness in words creates confidence; kindness in thinking creates profoundness; kindness in giving creates love." *Lao Tzu, Chinese philosopher*

"Kindness does not go rotten." *Swahili proverb*

#### Justice

"Justice, sir, is the great interest of man on earth. It is the ligament which holds civilized beings and civilized nations together." *Daniel Webster, American orator*

"When justice is denied, where poverty is enforced, where ignorance prevails, and where any one class is made to feel that society is an organized conspiracy to oppress, rob and degrade them, neither persons nor property will be safe." *Frederick Douglass, African-American abolitionist*

"Our fathers gave us many laws that they had learned from their fathers. These laws were good. They told us to treat all men as they treated us." *Chief Joseph, Native American chief of the Nez Perce tribe*

"It is better that ten guilty persons escape than that one innocent suffer." *William Blackstone, British judge*

Unfortunately, our time is limited, so we must be brief. We cannot be comprehensive and know that we are not. We also understand that we are giving you isolated quotes from different places. Our purpose is simply to give a quick snapshot, and I think we have done that. Each value already mentioned could support many more quotes from different cultures, and what we have done with these three values we could easily do with such values as courage, patience, respect for elders, generosity, sexual purity, stealing, equality, care for children, respect for the dead, and many more. With that, I will turn it over to James.

I am James Williamson, and I intend to talk about what these commonalities mean. First of all, we do not wish to imply that all cultures are the same. Cultural diversity is real, and people from different cultures view many situations in different ways. We do want to suggest, however, that historically, different cultures seem to share many common values. Lying and stealing appear to be wrong no matter where you go. Perhaps some cultures make room for extenuating circumstances more than others; perhaps cultures apply these virtues in different ways; and when values clash (as justice and mercy might do), different cultures may place different levels of importance on the clashing values. In other words, one culture may lean more toward justice and another culture more toward mercy, but both cultures may still value both. However the differences may play out, all cultures seem to agree that people should tell the truth and not take others' belongings.

To us, it seems as if there is some sort of code of right and wrong that everyone everywhere seems to understand, regardless of culture. It is almost as if, behind all of the diversity, one finds a common understanding — a human culture, if you will — that transcends racial, social, and political boundaries. It is almost as if, despite all our differences, we are all still the same — we are just people.

**Performance Indicator:** 3003.2.4 Discern the structure of a complex speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

23. Which structure does this report use?

- ☐ A sequential
- ☐ B cause-effect
- ☐ C problem-solution
- ☐ D comparison-contrast

**Performance Indicator:** 3003.2.6 Select the most appropriate strategies for participating productively in a team (e.g., contributing relevant and appropriate information that moves the team toward its goals; understanding the purpose of working as a team and working according to that purpose; assigning and developing roles and responsibilities for team members based on an understanding of their strengths and weaknesses and the dynamics of the team).

24. Which effective teamwork strategy does the group presenting the report demonstrate?

- ☐ A All group members contribute key portions of the presentation.
- ☐ B Each group member is able to express a different opinion on the subject.
- ☐ C Each group member researches and talks about a subject he/she is familiar with.
- ☐ D All group members introduce themselves before speaking to make others comfortable.

---

## Reporting Category: Writing and Research

---

Numbers 25 through 27

**Performance Indicator:** 3003.4.2 Differentiate between primary and secondary sources.

25. Which reference is a secondary source for the report?

- ☐ A U.S. Constitution
- ☐ B Frederick Douglass's diary
- ☐ C a magazine article about the British legal system
- ☐ D an interview with an exchange student from India

**Performance Indicator:** 3003.4.3 Evaluate the reliability and credibility of sources for use in research.

26. What is the most reliable source that the students presenting the report use?

- ☐ A a travel magazine specializing in the Middle East
- ☐ B an interview with a professor who is an expert on multiculturalism
- ☐ C the Web site of a company that offers coaches for international business deals
- ☐ D a self-published book about a woman's adventures traveling around the world

**Performance Indicator:** 3003.4.4 Evaluate the validity of Web pages as sources of information.

27. Which online source for the report is most reliable?

- ☐ A [www.Africanproverbs.com](http://www.Africanproverbs.com)
- ☐ B [www.myfavchinesesayings.net](http://www.myfavchinesesayings.net)
- ☐ C [www.hispanicculturalheritage.org](http://www.hispanicculturalheritage.org)
- ☐ D [www.ProfWilliamsArabtravels.edu](http://www.ProfWilliamsArabtravels.edu)

## Reporting Category: Language

Numbers 28 through 30

Performance Indicator: 3003.1.3 Identify the patterns of challenging complex sentences.

28.

Read the sentence.

Since I decided to work with a tutor, my essay-writing skills have improved considerably, and I feel more confident.

Which pattern does this sentence illustrate?

- ☐ A independent clause—dependent clause—dependent clause
- ☐ B dependent clause—dependent clause—subordinating conjunction— dependent clause
- ☐ C coordinating conjunction—dependent clause—dependent clause—subordinating conjunction—dependent clause
- ☐ D subordinating conjunction—dependent clause—dependent clause—coordinating conjunction—dependent clause

Performance Indicator: 3003.1.5 Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.

29.

Read this sentence.

Upon entering the reception, the couple was embarrassed to learn they had committed a faux pas by dressing too casually.

Based on the context of the sentence, what does faux pas mean?

- ☐ A social error
- ☐ B production
- ☐ C fake apology
- ☐ D misdemeanor

Performance Indicator: 3003.1.8 Choose correctly or incorrectly spelled words.

30.

Read these sentences.

Sarah was definitely a conscientious student with impressive personal discipline. Her greatest achievement occurred when she was elected to a national honor society.

Which word in the sentences is **not** spelled correctly?

- ☐ A definitely
- ☐ B conscientious
- ☐ C impressive
- ☐ D occurred

---

## Reporting Category: Logic

Numbers 31 through 31

---

Performance Indicator: 3003.5.2 Choose a logical word to complete an analogy.

31.

Which word **best** completes the analogy?

Distraught is to prostrate as jaded is to \_\_\_\_\_.

- ☐ A affable
- ☐ B fastidious
- ☐ C sneering
- ☐ D overbearing



## Reporting Category: Informational Text

Numbers 32 through 32

Performance Indicator: 3003.6.4 Synthesize information across multiple complex informational or technical texts.

32.

## Read the newspaper article and poster.

Today marks the start of the tenth annual *Keep Cool Week*. Channel 8 is sponsoring *Keep Cool Week* to raise awareness of the dangers of heat-related illnesses. Throughout the week, Channel 8 and local businesses will be hosting various events to show residents fun and inexpensive ways to stay cool during the hot days of summer. We will also host nightly training sessions about the symptoms of heat stress and heat stroke. This training will also teach people how to help a person suffering from a heat-related illness. The week will end with a family-friendly, and cool, festival in City Park on Saturday morning.

**Stay Cool, Stay Safe!**

To prevent heat-related illnesses, remember **HEAT:**

**Hydration—Stay properly hydrated.**

- Drink plenty of fluids, especially water.
- Avoid sugary and caffeinated beverages.

**Evasion—Evade the heat.**

- Schedule the most difficult work during the cooler parts of the day.
- Take frequent breaks in the shade or indoors.

**Avoid—Avoid the sun.**

- Wear light colored clothing that fits loosely.
- If possible, shade your work area.

**Teamwork—Work together to stay safe.**

- Always work in groups of two or more.
- Monitor yourself and coworkers for signs of heat stress.

Brought to you by Channel 8 News.

Which conclusion do both texts most support?

- ☐ A Channel 8 takes an active role in promoting public safety.
- ☐ B People who work in the heat must take certain precautions.
- ☐ C Employers should ensure the safety of workers who work outdoors.
- ☐ D People should know how to treat a person suffering from heat stress.

Read the tall tale and the memoir, then answer questions 33 through 42.

## Bounty Land

In 1854, my older brother Jack lit out for what he called “greener pastures” in the West. In 1855, he returned. Apart from a handlebar moustache, blue canvas pantaloons, and cowboy boots, he had not changed much, with the possible exception that he seemed very happy to be home. He even asked for a second helping of Grandma Pearl’s gooseberry pie, a dessert he had always detested as too sour.

“Wasn’t the land rich enough?” I asked, watching him spear another forkful of pie.

“Jed, rich was not the word for it. We called it ‘Bounty Land’ because it was so prolific. The topsoil was so deep we could sink a plow and never hit the bottom of it.”

Jack leaned back and put his hands behind his head, a faraway glimmer in his eye.

“Planting potatoes in that soil was not farming; it was mining.”

“Mining?”

“Oh, yes! That soil was so rich that the potatoes grew to be the size of cantaloupes and watermelons, but they grew deep. We had to dig shafts into the ground and shore up the sides with timbers at harvest time. Those were rich veins of potatoes!”

“I wish you had brought some back,” I said skeptically.

“Couldn’t!” he exclaimed. “They were too big. We had to use oxen to haul them up. Turnips were even worse,” he said with a slight shudder.

“How so?”

“You know how Grandpa Shelby always used to say, ‘Any fool can grow turnips,’ because they’re so easy to grow? Well, I changed that saying to ‘Only a fool does grow turnips!’ Turnip-planting in Bounty Land was not for the faint of heart. You throw the seeds at the soil, jumping back at least two steps as you do.”

“What happened?”

“Boulders happened! Those turnip seeds would hit that soil and practically explode into boulders in a matter of minutes. When I first went there, I planted an entire handful of seed. Before I knew it, I had started a turnip avalanche. It took me weeks to round them up. I had to brand them like cattle and ship them east by train.”

“So why did you leave?”

“Well,” he said, helping himself to another piece of gooseberry pie, “I’ve asked that, too.” He looked around the cabin at all the familiar fixtures and smiled. “Bounty Land was a nice enough place, I suppose, but there were two problems. The first was that farming there was just so . . . exhausting!”

“And what was the other thing?” I asked with a smile.

“You can grow anything you like there,” he explained, “except gooseberries, and I sure did miss Grandma Pearl’s gooseberry pie.”

## The Noisiest Quiet in the World

Rappelling down a cliff, I reached the ledge, carefully assisting the stranded hiker into the harness before giving two tugs on the line and a thumbs up, and then beginning the slow ascent toward safety.

That is how I imagined my life as a ranger in the National Park Service. I longed to be in one of the big parks: Yosemite, Yellowstone, or the Great Smoky Mountains. I would work in one of the great stone lodges, and my days would be filled with adventure.

Imagine my dismay when I received my first assignment—to a Natural Recreation Area, not even a real park. There were hardly any visitors at all except during weekends and summers. There was no stone lodge, and I sat in a small, triangular kiosk collecting admission fees.

I spent most of my first weeks scheming up ways to escape to a bigger park.

One day, an elderly man hiked up to the drive-through window of my kiosk. He showed his pass. “You’re new,” he said with a grin. “I’ve been out of town, so I haven’t met you. My name’s Matthew. I’ve sure missed this place.”

“I doubt much has changed,” I said. “There’s never much going on here.”

“It depends where you look. Take that trail over there and sit on the bench by the waterfall one morning, and you’ll hear it, too.”

“Hear what?”

“The noisiest quiet in the world!”

Perhaps because of the odd way he phrased it, I had to experience what he meant. Early the next morning, hours before we opened, I sat on the bench by the waterfall, listening. First was the sound of the waterfall, then the crickets in a chorus, and then more types of birds than you can imagine: phoebes, cardinals, meadowlarks, and screeching blue jays. Despite their constant calling, I became aware of a slight shushing sound, a muskrat nosing its way through the pool. I heard the hammering of a woodpecker, the crashing of a deer through the forest, and I watched while a raccoon drank from the margin of the pool, splashing water about with its hands.

Suddenly, all the animals disappeared in a rush of sound. Birds scolded, the muskrat dived underwater, and the raccoon hustled noisily into the underbrush. A bobcat, its ears straight up, sauntered regally toward the pool and drank. Then it lifted its head, stared at me briefly, turned, and walked away. Matthew was right: it was a peaceful place, yet there was a lot going on.

I did eventually get to a National Park, and I actually have rescued a few people during my career. I confess, however, that I miss that first “Recreation Area.” Oh, it was not as big as the gems of the National Park Service, and it did not have a great stone lodge. However, it did have something of its own to offer: the noisiest quiet in the world.

## Reporting Category: Literature

Numbers 33 through 36

**Performance Indicator:** 3003.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.

**33. Read this excerpt from “Bounty Land.”**

“That soil was so rich that the potatoes grew to be the size of cantaloupes and watermelons, but they grew deep. We had to dig shafts into the ground and shore up the sides with timbers at harvest time.”

**This excerpt uses**

- ☐ A a pun.
- ☐ B a simile.
- ☐ C hyperbole.
- ☐ D metaphor.

**Performance Indicator:** 3003.8.2 Differentiate among verbal, situational, and dramatic irony.

34. **Read this sentence from "Bounty Land."**

He even asked for a second helping of Grandma Pearl's gooseberry pie, a dessert he had always detested as too sour.

**Which type of irony, if any, is used in the sentence?**

- ☐ A verbal
- ☐ B dramatic
- ☐ C situational
- ☐ D no irony

**Performance Indicator:** 3003.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).

35. **Where in the plot might readers suspect that Jack became homesick after moving West?**

- ☐ A exposition
- ☐ B rising action
- ☐ C climax
- ☐ D denouement

**Performance Indicator:** 3003.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).

36. **How would a magazine article about the West differ from a tall tale about the West?**

- ☐ A A tall tale would be longer than a magazine article.
- ☐ B A magazine article would be more factual than a tall tale.
- ☐ C A magazine article would reach more readers than a tall tale.
- ☐ D A tall tale would have more illustrations than a magazine article.

## Reporting Category: Communication and Media

**Performance Indicator:** 3003.7.6 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).

37. **Which part of Jack's personal story in "Bounty Land" would a newspaper article about the West omit?**

- ☐ A his exaggeration about farming
- ☐ B his emotions about leaving home
- ☐ C his reasons for changing his appearance
- ☐ D his motivation for moving to a new place



## Reporting Category: Writing and Research

Numbers 38 through 39

**Performance Indicator:** 3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.

38. Which sentence from "The Noisiest Quiet in the World" **best** reveals the author's attitude about being assigned to the Natural Recreation Area?

- ☐ A There was no stone lodge, and I sat in a small, triangular kiosk collecting admission fees.
- ☐ B I spent most of my first weeks scheming up ways to escape to a bigger park.
- ☐ C Perhaps because of the odd way he phrased it, I had to experience what he meant.
- ☐ D Suddenly, all the animals disappeared in a rush of sound.

**Performance Indicator:** 3003.3.4 Select the most precise word from a given list of synonyms.

39. Read this sentence from "The Noisiest Quiet in the World."

Imagine my dismay when I received my first assignment—to a Natural Recreation Area, not even a real park.

**Based on the memoir, which more precise words should replace the underlined words for clarity?**

- ☐ A an actual
- ☐ B a complete
- ☐ C a traditional
- ☐ D an authorized

## Reporting Category: Literature

Numbers 40 through 41

**Performance Indicator:** 3003.8.7 Analyze the impact of setting on the mood and plot of a literary passage.

40. If "The Noisiest Quiet in the World" were set in a large national park, which aspect of the plot would be affected?

- ☐ A the human isolation
- ☐ B the interest in nature
- ☐ C the impact of weather
- ☐ D the element of surprise

**Performance Indicator:** 3003.8.13 Analyze texts to identify the author's life experiences, attitudes, viewpoints, and beliefs and how these relate to the larger historical, social, and cultural context of his or her work.

41. What would the author of "The Noisiest Quiet in the World" most likely do if assigned to another park similar to the recreation area?

- ☐ A ask for a position at a larger park
- ☐ B prepare a pamphlet about the park
- ☐ C explore the positive aspects of the park
- ☐ D classify the types of animals in the park

**Reporting Category: Logic**

Numbers 42 through 42

**Performance Indicator:** 3003.5.1 Make inferences and draw conclusions based on evidence in text.

42.

**How are Jack in "Bounty Land" and the narrator in "The Noisiest Quiet in the World" similar?**

- ☐ **A** Both seek out the wilderness.
- ☐ **B** Both sacrifice their dreams to make livings.
- ☐ **C** Both allow others to negatively influence them.
- ☐ **D** Both learn to appreciate places they previously thought dull.

## Reporting Category: Writing and Research

Numbers 43 through 46

Performance Indicator: 3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.

43.

**Read this sentence from an essay on William Shakespeare.**

Because language and word meanings have changed so much over the last 400 years contemporary audiences often find it challenging to watch a Shakespearean play like Hamlet.

**What is the correct way to revise this sentence?**

- ☐ A Because language and word meanings have changed so much, over the last 400 years, contemporary audiences often find it challenging to watch a Shakespearean play like Hamlet.
- ☐ B Because language and word meanings have changed so much over the last 400 years, contemporary audiences often find it challenging to watch a Shakespearean play like *Hamlet*.
- ☐ C Because language and word meanings have changed so much over the last 400 years contemporary audiences often find it challenging to watch a Shakespearean play like "Hamlet."
- ☐ D Because language and word meanings have changed so much over the last 400 years. Contemporary audiences often find it challenging to watch a Shakespearean play like **Hamlet**.

Performance Indicator: 3003.3.3 Select the most vivid and compelling word to strengthen a description.

44.

**Read these sentences from an essay on the Australian platypus.**

Most people consider the quirky Australian duck-billed platypus to be harmless. This unusual creature has a venom-filled spur on its hind foot that is capable of causing excruciating pain.

**Which transitional phrase would best begin the second sentence to connect the ideas appropriately?**

- ☐ A For instance,
- ☐ B In spite of this,
- ☐ C On the contrary,
- ☐ D With this in mind,

**Performance Indicator:** 3003.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).

45.

**Read this essay.**

(1) Throughout history, childhood has been punctuated by various rites of passage. Though traditional rites of passage are missing in much of modern society, one rite remains—learning to ride a bicycle. For children all across the country, peddling a two-wheeler means freedom and independence. Though many people still associate bicycles with children, they started out as a viable form of transportation and entertainment for adults.

(2) Since the late 1800s, the popularity of cycling has waxed and waned repeatedly. However, relatively few changes have been made to the actual bicycle. Certain features have been improved, but the overall design of the bicycle remains the same. Because of this, a child learning to ride a bike in 2015 will learn on a bike that would be easily recognizable to a child learning to ride in 1915.

(3) The first bicycles appeared sometime in the early 1800s. The early bicycles evolved slowly. The first milestone was the invention of a front wheel that could be steered. Next, pedals were added to the front axle, making it easier to propel the bicycle. Then, a new “ordinary” type of bicycle set a standard that would be maintained for two decades.

(4) The “ordinary” bike was first introduced in 1871. It had a high front wheel and a small rear wheel. Riders rode high atop the front wheel, which enabled the rider to have a broad view. However, the ordinary’s high center of gravity proved to be dangerous for riders who would often flip over the handlebars when the bike collided with an obstacle. Although it was dangerous, the ordinary bike became extremely popular.

(5) The next major milestone in bicycle evolution occurred with the invention of the safety bike. The inventor of the safety bike sought to eliminate the dangers of the ordinary bike. The safety bike reduced the size of the front wheel and enlarged the rear wheel until the wheels reached the exact same size. This eliminated the balance problems caused by the enormous front wheel of the ordinary bike. The safety bike also included a chain and gears.

**Which order is best for paragraphs 2–5?**

- ☐ A 5, 2, 3, 4
- ☐ B 3, 4, 5, 2
- ☐ C 4, 5, 2, 3
- ☐ D No change

**Performance Indicator:** 3003.3.4 Select the most precise word from a given list of synonyms.

46.

**Read this sentence.**

The stranger walked without seeming to have a destination in mind as he wound his way through the streets of the town.

**Which revision of this sentence uses the most precise language?**

- ☐ **A** The man wandered through town.
- ☐ **B** The stranger walked around the streets.
- ☐ **C** The person went around all the streets in town.
- ☐ **D** The strange man meandered through the town.



Read the movie review and answer questions 47 through 52.

### Fright-Day Night: Not What It Used To Be

If you're looking for a fun night at the movies and you like comic "creature features," you'll love director Trevor Jones' latest flick, *Chupacabra!*

To summarize the plot (which is full of holes) is simple enough. Injured rodeo rider Vince Landers is offered a job by his wealthy Uncle Max. Max runs a manufacturing plant in Mexico, where the main products are popular children's plastic action-figure toys.

Vince is not too keen on a desk job, especially after he meets his uncle for the first time and sees how insensitive he is. However, he needs money so he joins the company. Only after he takes the job did he realize he has been hired to do all of Max's dirty work. His first job is to trick Juana Valdez, a local rancher, into selling her land so the company can expand.

Juana has no plans to sell and lets Vince know in no uncertain terms! Vince also learns the manufacturing plant has been polluting an underground stream that runs through a cavern at the edge of Juana's property. At this stage, our scary creatures are introduced. Half mammal and half reptile, the *chupacabras* hunt in packs at night, attacking sheep and cattle. Then they move up the food chain and begin attacking humans.

Vince and Juana are thrown together due to their mutual fear of the *chupacabras*. Then they learn that a radical young biologist has been researching the strange creatures and tracking their violent attacks. They also discover a secret underground government research facility with plans to use the creatures in devious ways.

As I said, the plot is a little contrived. We never really find out whether the *chupacabras* are evil because of the pollution from the plastic plant or the experiments conducted by the underground government facility. Or are they just nasty little creatures to begin with?

When critiquing this movie for its entertainment value, we need to look at the special effects, an important part of any "creature feature." In my opinion, they pass the viewer's inspection because they are not completely laughable like made-for-TV films on the horror channels.

At the same time, it seems like somebody relied too much on a computer to mass-produce these evil creatures, leaving the viewer with creatures that have no individual facial expressions or physical differences. In an attempt to show how many of the *chupacabras* have reproduced and are spreading across the desert landscape, for example, the special effects people have let computer-generated images (CGI) run wild.

Computers can help the process of special effects move more quickly, and wonderful images can be created. The final product on the screen sometimes looks artificial. In this case, I think the makers of the movie would have been better served by adopting some of the stop-motion effects used in the 1960s by masters of special effects like Ray Harryhausen in his *Sinbad* movies.

The acting in *Chupacabra!* is not too bad. Maybe this is due to some decent writing. If you give bad lines to an actor—even a really good actor—he or she cannot save the day with a great performance. But when you are using lesser-known stars such as Ryan Roberts and Louisa Martinez, and they do a good job with a "creature feature," it pretty much has to be the writing that saves the film from complete failure.

The love interest between Vince and Juana is good as far as it goes. And there is enough tension between them to make you wonder if they will stay together. However, as with many satirical monster films, the creatures are the real stars and the relationships between characters in the film often suffer. Uncle Max, played by Jonathon Hurley, is a wonderful villain, playing his part for both jeers and laughs.

All in all, *Chupacabra!* is a fun movie that captures the feel of an old science fiction or horror film from the 1950s without taking itself too seriously. Like many films, the movie ends in such a way that a sequel seems possible. As bad as some sequels have been over the past several years, I would actually pay money to see *Chupacabra II*. Or, should it be called *Son of Chupacabra*?

## Reporting Category: Language

### Numbers 47 through 47

**Performance Indicator:** 3003.1.11 Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.

47.

**Read this paragraph from the movie review.**

Vince is not too keen on a desk job, especially after he meets his uncle for the first time and sees how insensitive he is. However, he needs money so he joins the company. Only after he takes the job does he realize he has been hired to do all of Max's dirty work. His first job is to trick Juana Valdez, a local rancher, into selling her land so the company can expand.

**Which sentence in the paragraph contains a shift in verb tense?**

- ☐ A Vince is not too keen on a desk job, especially after he meets his uncle for the first time and sees how insensitive he is.
- ☐ B However, he needs money so he joins the company.
- ☐ C Only after he takes the job did he realize he has been hired to do all of Max's dirty work.
- ☐ D His first job is to trick Juana Valdez, a local rancher, into selling her land so the company can expand.

## Reporting Category: Communication and Media

Numbers 48 through 48

**Performance Indicator:** 3003.2.3 Distinguish between a critique and a summary.

48. Read this paragraph from the movie review.

Juana has no plans to sell and lets Vince know in no uncertain terms! Vince also learns the manufacturing plant has been polluting an underground stream that runs through a cavern at the edge of Juana's property. At this stage, our scary creatures are introduced. Half mammal and half reptile, the *chupacabras* hunt in packs at night, attacking sheep and cattle. Then they move up the food chain and begin attacking humans.

**This paragraph is a summary, not a critique, because the author**

- ☐ A describes the main characters without disclosing the names of the actors who play them in the movie.
- ☐ B describes the plot without including an opinion about the quality of the movie.
- ☐ C outlines the plot in detail without including information about the setting of the movie.
- ☐ D explains the main conflict without revealing how the characters try to solve the problem in the movie.

## Reporting Category: Writing and Research

Numbers 49 through 51

**Performance Indicator:** 3003.3.3 Select the most vivid and compelling word to strengthen a description.

49. Read this excerpt from the movie review.

Computers can help the process of special effects move more quickly, and wonderful images can be created. \_\_\_\_\_, the final product on the screen sometimes looks artificial.

**Which transitional word correctly fills in the blank?**

- ☐ A Unfortunately
- ☐ B Furthermore
- ☐ C Consequently
- ☐ D Likewise

**Performance Indicator:** 3003.3.4 Select the most precise word from a given list of synonyms.

50. Read this sentence from the movie review.

We never really find out whether the *chupacabras* are evil because of the pollution from the plastic plant or the experiments conducted by the underground government facility.

**Which additional word, if added before pollution, best strengthens the description?**

- ☐ A tragic
- ☐ B catastrophic
- ☐ C harmful
- ☐ D destructive

**Performance Indicator:** 3003.3.8 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.

51. Read this paragraph from the movie review.

The love interest between Vince and Juana is good as far as it goes. And there is enough tension between them to make you wonder if they will stay together. However, as with many satirical monster films, the creatures are the real stars and the relationships between characters in the film often suffer. Uncle Max, played by Jonathon Hurley, is a wonderful villain, playing his part for both jeers and laughs.

**Which sentence from the paragraph is irrelevant and should be deleted?**

- ☐ A The love interest between Vince and Juana is good as far as it goes.
- ☐ B And there is enough tension between them to make you wonder if they will stay together.
- ☐ C However, as with many satirical monster films, the creatures are the real stars and the relationships between characters in the film often suffer.
- ☐ D Uncle Max, played by Jonathon Hurley, is a wonderful villain, playing his part for both jeers and laughs.

**Reporting Category: Logic**

Numbers 52 through 52

**Performance Indicator:** 3003.5.12 Select an additional sentence to add to an argument within a persuasive text.

52.

**Read this paragraph from the movie review.**

At the same time, it seems like somebody relied too much on a computer to mass-produce these evil creatures, leaving the viewer with creatures that have no individual facial expressions or physical differences. In an attempt to show how many of the *chupacabras* have reproduced and are spreading across the desert landscape, for example, the special effects people have let computer-generated images (CGI) run wild.

**Which sentence, added to the paragraph, would best strengthen the argument that the *chupacabra* graphics are mass-produced?**

- ☐ **A** We are quickly bored by the average appearance of the creatures.
- ☐ **B** The many creatures seem to move together like a group of ballet dancers.
- ☐ **C** The computer-generated creatures should have been more carefully designed to make them different.
- ☐ **D** We simply have a herd of thousands of identical creatures running across the landscape like stampeding cattle.



## Reporting Category: Language

Numbers 53 through 54

**Performance Indicator:** 3003.1.1 Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions.

53.

**Which sentence uses correct punctuation?**

- ☐ A Let's go out to dinner tonight; I have wanted to try the food at that new Thai restaurant.
- ☐ B I would have liked to meet with my instructor more often but, she rarely had the extra time.
- ☐ C We saw King John's castle in Ireland: King John was the same as Prince John in the Robin Hood tales.
- ☐ D The movie, *Butch Cassidy and the Sundance Kid*, relates true events, involving characters in America's history.

**Performance Indicator:** 3003.1.2 From a group of grammatically correct sentences, choose the clearest, most coherent sentence.

54.

**Which sentence is the clearest and most coherent?**

- ☐ A Arriving at the theater, people saw the actor getting out of his limousine.
- ☐ B Walking out of the bank, I was careful to put the deposit receipt in my pocket.
- ☐ C Elsa's mother told her last night that she would be able to stay up later than usual.
- ☐ D The students working on the yearbook committee only talk on Friday afternoons.

**Reporting Category: Writing and Research**

Numbers 55 through 55

**Performance Indicator:** 3003.4.5 Determine which statement presents an opposing view from those stated on a Web page.

55.

**Read this information from a Web page about volcanoes.**

Volcanoes are found in areas where tectonic plates meet. When tectonic plates grind together or slide apart to form a gap, they can allow hot magma, gas, and ashes to escape from far beneath the surface of Earth, forming a volcano.

**Which detail contradicts the information on the Web page?**

- ☐ A Volcanoes can form in areas where the edges of tectonic plates come together.
- ☐ B Tectonic plates grinding together can allow magma to escape from below Earth's surface.
- ☐ C When hot magma, gas, and ashes escape from under Earth's surface, volcanoes may form.
- ☐ D When tectonic plates move together or slide apart, a volcano can form at the bottom of the ocean.

**Reporting Category: Logic**

Numbers 56 through 56

**Performance Indicator:** 3003.5.4 Analyze cause-effect relationships in text.

56.

**Read this paragraph.**

Lucy squealed when she spotted the diminutive green and brown frog crouched against the wall behind Aiden, its white throat pulsing frantically, and its empty black eyes unblinking. A crowd gathered as news of its presence swept the schoolyard. Belinda pushed past two second graders, stick in hand, but Aiden planted his feet protectively and locked eyes with her until the stick dropped to the ground. The bell rang, and Aiden stayed until the last ogling child had disappeared into the bowels of the school building then gingerly picked up the tiny jewel-like creature and placed it in a secret haven.

**What happens when Lucy notices the frog?**

- ☐ A Aiden moves the frog to a safer place.
- ☐ B Belinda drops her stick and charges the frog.
- ☐ C Aiden stands in front of the frog to protect it.
- ☐ D Lucy makes a noise that calls attention to the frog.

**Reporting Category: Communication and Media**

Numbers 57 through 57

Performance Indicator: 3003.7.1 Draw an inference from a non-print medium.

57.

Look at the photo.



What can be inferred from this photo?

- ☐ A The people do not like each other.
- ☐ B The people are highly trained athletes.
- ☐ C The people prefer water sports to running.
- ☐ D The people are breaking the rules in order to win.

Read the essay and the article, then answer questions 58 through 65.

### Tennessee's State Tree

The state tree of Tennessee is the Tulip Tree, also known as the Yellow Poplar. Not only is this a very large tree, reaching 95 feet high or more, but it is an extremely useful tree. It is both lightweight and strong. The lumber that comes from the Yellow Poplar is perfect for making furniture; it is one of the state's largest industries.

The Yellow Poplar is a tall, straight tree with a pyramid shape when young, but it turns into more of an oval-shaped tree with age. The tree's leaves are a deep green color in spring and summer, and then turn to a golden yellow color in the fall.

No one seems to know when the tree was first named, but there are a couple of possible reasons why it was named Tulip Tree. First, the tree has large, pale green flowers with hints of orange at the base of the petals. Some people say this is where the tree derives its name, but these flowers do not really look like tulips.

The leaves of the Yellow Poplar, however, have an interesting shape that slightly resemble the silhouette of a tulip with a cup-shaped top and what almost looks like two petals below on each side. These leaves are big—from 4 to 8 inches long. But, nobody seems to agree whether the tree gets its name from the flowers or the leaves.

Although the Yellow Poplar, or Tulip Tree, is Tennessee's state tree, the species is found as far north as Ontario, Canada, and as far south as the northern part of Florida. They can grow in the lowlands and become as high as 4,000 feet in elevation.

Besides furniture, the lumber from these fast-growing trees is made into toys and musical instruments. Early-day American pioneers even used the wood to make canoes, so it could be said that the Tulip Tree is a real part of Tennessee history.

### State Tree Threatened by Cankers

GREENEVILLE—Thousands of Yellow Poplars, or Tulip Trees, are threatened by disease from a growth or canker that is spreading through groves of the trees near Greenville, in eastern Tennessee.

The trees, known for being Tennessee's state tree, have very few biological enemies and the attack by the scab-like cankers has state foresters concerned.

"What happens is that the cankers spread around a limb until they have encircled it," explains Tennessee state forester, Jim Thompson. "At that point, the limbs will die from the point where they are circled by cankers all the way out to the tips of the branches."

Tulip Tree scales are recognized as brown, oval-shaped scars, usually on the lower branches of the trees, then move higher into the tree as they spread. The cankers in this grove of trees were first noticed last May and have continued to spread since that time.

Chemical sprays can be used to kill or slow down the cankers, but some of these are considered harmful to birds and mammals, according to local and national environmental groups.

As of this stage, state foresters are concentrating on trimming the diseased branches of the affected trees, and cleaning up the infected debris from the forest floor beneath the grove of poplars.

## Reporting Category: Language

### Numbers 58 through 58

**Performance Indicator:** 3003.1.2 From a group of grammatically correct sentences, choose the clearest, most coherent sentence.

**58. Read the sentence from "Tennessee's State Tree."**

Besides furniture, the lumber from these fast-growing trees is made into toys and musical instruments.

**Which revision makes the sentence more coherent?**

- ☐ **A** The lumber from these fast-growing trees is made into toys and musical instruments besides furniture.
- ☐ **B** Toys as well as furniture and musical instruments are made from these fast-growing trees.
- ☐ **C** The lumber from these fast-growing trees is used to make toys and musical instruments as well as furniture.
- ☐ **D** These fast-growing trees provide lumber that is used to make toys and musical instruments in addition to making furniture.



## Reporting Category: Communication and Media

Numbers 59 through 59

**Performance Indicator:** 3003.2.2 Distinguish between a summary and a paraphrase.

59.

**Read this excerpt from "Tennessee's State Tree."**

The leaves of the Yellow Poplar, however, have an interesting shape that slightly resembles the silhouette of a tulip with a cup-shaped top and what almost looks like two petals below on each side.

**Which sentence is a paraphrase, not a summary, of the excerpt?**

- ☐ A However, the cup-like shape of Yellow Poplar leaves makes them look like a tulip blossom with parts on the side that look like tulip petals.
- ☐ B Yellow Poplar leaves, however, look somewhat like the outline of a tulip with the top looking like a cup and the sides resembling a couple of petals.
- ☐ C However, the Yellow Poplar tree has leaves like the picture of a tulip with the top shaped cup-like and the sides looking like petals.
- ☐ D The interesting shape, however, of the Yellow Poplar leaves look like a tulip with the top like a cup and a couple of petals on the side.

## Reporting Category: Writing and Research

Numbers 60 through 63

**Performance Indicator:** 3003.3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.

60.

**Read these sentences from "Tennessee's State Tree."**

It is both lightweight and strong. The lumber that comes from the Yellow Poplar is perfect for making furniture; it is one of the state's largest industries.

**Which revision best combines the sentences?**

- ☐ A Since the lumber from the Yellow Poplar is lightweight and strong, it is perfect for one of the state's largest industries making furniture.
- ☐ B The Yellow Poplar has lumber that is lightweight, and it is strong and perfect for making furniture, one of the state's largest industries.
- ☐ C Because it is both lightweight and strong, the lumber that comes from the Yellow Poplar is perfect for making furniture, one of the state's largest industries.
- ☐ D The lumber that is lightweight and strong is from the Yellow Poplar and perfect for making furniture, it creates one of the state's largest industries.

**Performance Indicator:** 3003.4.1 Select the research topic with the highest degree of focus.

61.

**Which research topic is highly focused?**

- ☐ A how different diseases affect trees such as the Yellow Poplar
- ☐ B how the Yellow Poplar contributes to the state economy
- ☐ C why decreasing tree diseases in national forests is beneficial
- ☐ D why forest maintenance protects tree health in forests



**Performance Indicator:** 3003.3.11 Determine the writer's purpose in a writing sample.

62. The mode of "State Tree Threatened by Cankers" is

- ☐ A narrative.
- ☐ B descriptive.
- ☐ C informative.
- ☐ D persuasive.

**Performance Indicator:** 3003.3.11 Determine the writer's purpose in a writing sample.

63. "State Tree Threatened by Cankers" would appeal most to people interested in

- ☐ A state flowers.
- ☐ B pollution issues.
- ☐ C nature education.
- ☐ D forest preservation.

## Reporting Category: Informational Text Numbers 64 through 64

**Performance Indicator:** 3003.6.4 Synthesize information across multiple complex informational or technical texts.

64. Both "Tennessee's State Tree" and "State Tree Threatened by Cankers" emphasize that the Yellow Poplar is

- ☐ A crucial to state industries.
- ☐ B highly valued in Tennessee.
- ☐ C endangered by a serious disease.
- ☐ D very significant in Tennessee history.

## Reporting Category: Communication and Media Numbers 65 through 65

**Performance Indicator:** 3003.7.6 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).

65. Which information in "Tennessee's State Tree" is similar to information in "State Tree Threatened by Cankers"?

- ☐ A the size of the tree
- ☐ B the common name of the tree
- ☐ C the shape of the tree
- ☐ D the unusual flower of the tree

**Reporting Category: Logic**

Numbers 66 through 66

Performance Indicator: 3003.5.2 Choose a logical word to complete an analogy.

66.

**Choose the correct word to complete the analogy.****Pompous is to humble as gregarious is to \_\_\_\_.**

- ☐ A majestic
- ☐ B benevolent
- ☐ C introverted
- ☐ D demonstrative

**Reporting Category: Language**

Numbers 67 through 67

Performance Indicator: 3003.1.3 Identify the patterns of challenging complex sentences.

67.

**Read this sentence.**

The car that Sean was saving for was a sedan hybrid.

**Which sentence pattern does this sentence use?**

- ☐ A subject—verb—indirect object—direct object
- ☐ B subject—dependent clause—verb—predicate nominative
- ☐ C subject—dependent clause—verb—predicate nominative
- ☐ D subject—dependent clause—verb—object—object complement

**Reporting Category: Writing and Research**

Numbers 68 through 68

Performance Indicator: 3003.3.7 Select the thesis statement in a writing sample or passage.

68.

**Read this introductory paragraph from an essay about George Orwell's *Animal Farm*.**

George Orwell's famous novel *Animal Farm* was published in 1945 as a criticism of Joseph Stalin's rule of the Soviet Union. Orwell said the animals on the farm represent key figures in the revolution that changed that country forever. Two pigs take over the farm from the wicked Farmer Jones who represents the rule of Czar Nicholas II, a ruler thought out of touch with the needs of his people. Snowball is a combination of Vladimir Lenin and Leon Trotsky. He is well spoken and kind and truly believes the animals will have a better life under the pigs' rule. Napoleon represents Stalin, whose love of power soon turns him into a worse leader than the farmer the animals had revolted against. While many people think the relevance of *Animal Farm* dissolved when the Soviet Union did, this novel remains relevant today, as people all over the globe still struggle to overturn corrupt leaders.

**Which sentence is the paragraph's thesis statement?**

- ☐ A George Orwell's famous novel *Animal Farm* was published in 1945 as a criticism of Joseph Stalin's rule of the Soviet Union.
- ☐ B Orwell said the animals on the farm represent key figures in the revolution that changed that country forever.
- ☐ C Napoleon represents Stalin, whose love of power soon turns him into a worse leader than the farmer the animals had revolted against.
- ☐ D While many people think the relevance of *Animal Farm* dissolved when the Soviet Union did, this novel remains relevant today, as people all over the globe still struggle to overturn corrupt leaders.

**Reporting Category: Literature**

Numbers 69 through 69

Performance Indicator: 3003.8.14 Identify classical, historical, and literary allusions in context.

69.

**Which sentence below contains an allusion?**

- ☐ A A collective sigh of relief swept the classroom as the teacher informed the students that the due date for group assignments would be extended by one week.
- ☐ B Jeffrey watches his diet carefully when he is training for the cross-country team, but the buttermilk biscuits his father makes for special occasions are his Achilles' heel.
- ☐ C While we waited onstage for the debate competition to begin, I glanced nervously at the audience, but Crystal eyed her opponent like a bird of prey focusing in on a defenseless mouse.
- ☐ D Reporters who ask the mayor about her hopes for the upcoming Memorial Day celebration should prepare themselves for a long-winded answer extolling the virtues of community involvement.



Read the essay and answer questions 70 through 77.

### The Higgins Family Farm

- 1 The Higgins family farm has been in my family since my great-grandfather bought the land and built a house on it. He and my great-grandmother raised my grandpa there. Then Grandma and Grandpa got married. They lived on the farm. They raised my father and aunt there. However, Grandma and Grandpa moved to town a couple of years ago. Grandma said she was just tired of living so far out of town and she wanted real neighbors. So the farm has sat empty since then.
- 2 When Grandma and Grandpa lived on the farm, Mom and Dad would take Jake, Roy and me out to they're house every Sunday morning. We kids would all pile in the bed of the pickup truck—in those days, it was not against the law for us to ride in the back. Dad would drive the ten or so miles on the narrow two-lane highway, and then turn off and proceed on the gravel county road. All around us was the flat bottomland of Walnut Creek—fields of the best farmland in the county. If it was spring, the wheat was low and green, like beautiful grass. In the summer, the fields were gold, and the grain-filled heads rustled in the hot wind. And in the late fall, the cold weather made the milo heads turn a deep red as harvest time neared. What an effect all that color made! Farther down the county road, a bridge crossed Walnut Creek. The entrance to the farm was just past that bridge.
- 3 The driveway was about a fifth of a mile long, with alfalfa fields on either side of it. Then came the yard, where the driveway just kind of looped around and came back on itself. The farm itself sat right in a bend of Walnut Creek. The trees surrounded the house back then. They all died from dutch elm disease back in the nineties. Anyway, the house had a porch that went around two sides of it. We sat out on that porch shaded by all those trees and just enjoyed listening to the sounds of the farm—the chickens clucking as they scratched around in the dirt, the horses snorting in the pasture behind the barn—good things like that.
- 4 So we'd get to the farm and jump out of the truck, eager for our usual Sunday-at-the-farm activities. Inside the house, we would kiss Grandma and then eat a couple of her fresh-baked cookies, and we would be off to see the geese. Man, we loved to chase those geese! They'd squawk and flap their wings like crazy, running to get away from us. Of course, Mom always yells at us to leave them alone.
- 5 After a while, we would tire of the geese, and so we would wander down the dusty old path to the barn, where Grandpa would always be working on some piece of machinery. Dad would be there with him, and they would talk about boring stuff like the price of milo seed or the number of bushels of wheat they hoped to harvest per acre. We did not care about that, but we were always interested in what Grandpa was doing. When we started jockeying around to get a better look at the machine he was working on, he would always stop talking with Dad and start explaining to us what he was doing and why. It is funny to think how interested we were then, because as we got older we gradually lost interest. I sure remember how much I loved to listen to him explain about the tractor or the baler or whatever. I guess I felt that way because Grandpa was talking.
- 6 Pretty soon, we would head back to the house for some more of Grandma's cookies and something to drink. Grandma and Mom would be busy cooking the noon meal, which was always a big one. My favorite was when they made fried chicken. Nothing tasted like Grandma's fried chicken, and she'd always make mashed potatoes and cream gravy to go with it. There were always all kinds of vegetables from her garden, beans, corn, and plenty of sliced tomatoes. Funny, no dinner since has ever tasted as good as those Sunday dinners did.
- 7 I do not like seeing the farm these days. It looks so lonely. Like I said, all the trees died, so it is pretty plain looking. Oh, the fields still have crops in them—Grandpa leases the land out to other farmers in the area. However, the animals are all gone, and the house is empty. The place has become overgrown, and there are weeds everywhere, especially around the barn. All the buildings and fences need to be painted, and rails have fallen down on some of the fences. So, I do not go out there anymore. It makes me too sad. I would rather remember it the way it was when Grandma and Grandpa lived there. Those sure were the good old days!

## Reporting Category: Language

### Numbers 70 through 73

**Performance Indicator:** 3003.1.1 Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions.

70.

**Read this sentence from the essay.**

There were always all kinds of vegetables from her garden, beans, corn, and plenty of sliced tomatoes.

**What is the correct way to punctuate this sentence?**

- ☐ A There were always all kinds of vegetables from her garden; beans, corn and plenty of sliced tomatoes.
- ☐ B There were always all kinds of vegetables from her garden. Beans, corn, and plenty of sliced tomatoes.
- ☐ C There were always all kinds of vegetables from her garden, beans, corn and plenty of sliced tomatoes.
- ☐ D There were always all kinds of vegetables from her garden: beans, corn, and plenty of sliced tomatoes.

**Performance Indicator:** 3003.1.5 Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.

71.

**Read this excerpt from the essay.**

If it was spring, the wheat was low and green, like beautiful grass. In the summer, the fields were gold, and the grain-filled heads rustled in the hot wind. And in the late fall, the cold weather made the milo heads turn a deep red as harvest time neared.

**Based on the context of this excerpt, what is milo?**

- ☐ A a harvesting machine
- ☐ B a temperature gauge
- ☐ C a species of animal
- ☐ D a kind of plant

## Reporting Category: Writing and Research

**Performance Indicator:** 3003.1.6 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/ capital, principal/principle, stationary/stationery, who/whom, allusion/ illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/ proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/ elude, elicit/illicit, discreet/discrete, censor/censure/sensor, conscience/ conscious).

72. Which correction should be made in Paragraph 2?

- ☐ A Change they're to their.
- ☐ B Change proceed to precede.
- ☐ C Change effect to affect.
- ☐ D Change Farther to Further.

**Performance Indicator:** 3003.1.9 Proofread for errors in capitalization and punctuation.

73. Read this sentence from the essay.

They all died from dutch elm disease back in the nineties.

Which word in this sentence should be capitalized?

- ☐ A dutch
- ☐ B elm
- ☐ C disease
- ☐ D nineties

**Performance Indicator:** 3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.

74. Read this excerpt from the essay.

Man, we loved to chase those geese! They'd squawk and flap their wings like crazy, running to get away from us. Of course, Mom always yells at us to leave them alone.

What is the correct replacement for the underlined phrase in the last sentence?

- ☐ A Mom is always yelling
- ☐ B Mom would always yell
- ☐ C Mom will always yell
- ☐ D Mom has always yelled

**Performance Indicator:** 3003.3.4 Select the most precise word from a given list of synonyms.

75. Read this sentence from the essay.

Nothing tasted like Grandma's fried chicken, and she'd always make mashed potatoes and cream gravy to go with it.

Which word could be added before "fried chicken" to best strengthen the description?

- ☐ A crispy
- ☐ B fresh
- ☐ C good
- ☐ D tasty



**Performance Indicator:** 3003.3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.

76. Read this excerpt from the essay.

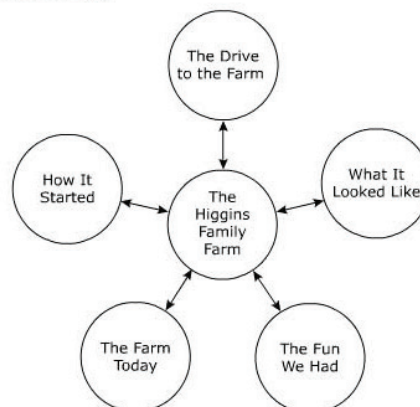
Then Grandma and Grandpa got married. They lived on the farm. They raised my father and aunt there.

Which option **best** combines the sentences in the excerpt without changing the meaning?

- ☐ A Then Grandma and Grandpa got married, while living on the farm and raising my father and aunt there.
- ☐ B Then when Grandma and Grandpa got married, they lived on the farm and raised my father and aunt there.
- ☐ C Then Grandma and Grandpa got married, but they lived on the farm and raised my father and aunt there.
- ☐ D Then although Grandma and Grandpa got married, they lived on the farm and raised my father and aunt there.

**Performance Indicator:** 3003.3.6 Revise to correct a nonparallel construction.

77. Read the author's graphic organizer for this essay.



The author wants to add some information explaining what a baler is. In which section of the organizer should the author insert the information?

- ☐ A The Drive to the Farm
- ☐ B What It Looked Like
- ☐ C The Fun We Had
- ☐ D The Farm Today

Performance Indicator: 3003.4.1 Select the research topic with the highest degree of focus.

78.

**Which research topic is most highly focused?**

- ☐ A the eating habits of people living in rain forests
- ☐ B the effects of sugar intake in people with diabetes
- ☐ C the work and pack animals native to South America
- ☐ D the plants growing in the southwestern United States

---

## Reporting Category: Communication and Media

Numbers 79 through 80

---

Performance Indicator: 3003.2.3 Distinguish between a critique and a summary.

79.

**Read this excerpt from an article about a day trip in Seattle aboard a tour boat.**

The tour began when the boat pulled away from the dock and headed toward the working portion of the bay where fishermen were processing the day's catch. The narration was interesting, filled with fascinating local anecdotes and the history of fishing in the area. I did not realize that some of the fishing methods used today were perfected by the native people that have fished these waters for centuries. The boat continued on past islands filled with barking sea lions. The narration at this point was peppered with one too many corny jokes for my taste, but picked up again as we headed over to the residential area where locals live on houseboats.

**This is a critique, not a summary, because the author**

- ☐ A shares opinions about the tour.
- ☐ B explains the destinations on the tour.
- ☐ C describes the contributions of the area's native people.
- ☐ D tells about the kinds of information the narrator includes.

**Performance Indicator:** 3003.2.6 Select the most appropriate strategies for participating productively in a team (e.g., contributing relevant and appropriate information that moves the team toward its goals; understanding the purpose of working as a team and working according to that purpose; assigning and developing roles and responsibilities for team members based on an understanding of their strengths and weaknesses and the dynamics of the team).

80.

**Students were asked to come up with a plan for the senior class celebration. The group has two weeks to prepare a presentation of their proposal to the school board.**

**Which task would be most important as the group starts to prepare this presentation?**

- ☐ **A** Assign group members different tasks that suit each person's strengths.
- ☐ **B** Decide who the best public speaker is and ask that person to be the presenter.
- ☐ **C** Discuss what the group members' favorite types of events are and vote on the most popular.
- ☐ **D** Give students who are more experienced with proposals the majority of the work and assign smaller tasks to less experienced students.

---

## Reporting Category: Writing and Research

Numbers 81 through 81

---

**Performance Indicator:** 3003.3.13 Identify the targeted audience for a selected passage.

81.

**Which sentence shows correct parallelism?**

- ☐ **A** Li's report included facts about koala bears, why he especially likes kangaroos, and the geography of Australia.
- ☐ **B** A lot of my relatives were at the picnic, including my uncle who was visiting, Aunt Jennie, and also a friend of mine came.
- ☐ **C** In the annual track meet, Marcus was going to run the 100-meter dash, be a member of the 1,000-meter relay team, and compete in the pole vault.
- ☐ **D** I have several jobs on Saturday: mowing the Browns' lawn, walking the Lincolns' dog, and then I have to babysit for Mrs. Wilson in the evening.

### Form 3 : English III

Item Number	Correct Answer	Performance Indicator
1	A	3003.5.3 Evaluate text for fact and opinion.
2	C	3003.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
3	D	3003.8.13 Analyze texts to identify the author's life experiences, attitudes, viewpoints, and beliefs and how these relate to the larger historical, social, and cultural context of his or her work.
4	D	3003.1.4 Use phrases and clauses in a variety of ways to create sophisticated complex sentences.
5	C	3003.4.1 Select the research topic with the highest degree of focus.
6	A	3003.4.2 Differentiate between primary and secondary sources.
7	D	3003.4.6 Identify information that must be cited or attributed within a writing sample.
8	B	3003.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
9	C	3003.4.2 Differentiate between primary and secondary sources.
10	C	3003.4.6 Identify information that must be cited or attributed within a writing sample.
11	B	3003.8.10 Analyze the development of similar or contrasting themes across two or more literary passages.
12	C	3003.8.10 Analyze the development of similar or contrasting themes across two or more literary passages.
13	B	3003.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).



14	D	3003.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
15	A	3003.3.4 Select the most precise word from a given list of synonyms.
16	D	3003.3.13 Identify the targeted audience for a selected passage.
17	D	3003.4.4 Evaluate the validity of Web pages as sources of information.
18	C	3003.4.5 Determine which statement presents an opposing view from those stated on a Web page.
19	B	3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.
20	A	3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.
21	B	3003.7.3 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
22	D	3003.7.5 Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.
23	D	3003.2.4 Discern the structure of a complex speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
24	A	3003.2.6 Select the most appropriate strategies for participating productively in a team (e.g., contributing relevant and appropriate information that moves the team toward its goals; understanding the purpose of working as a team and working according to that purpose; assigning and developing roles and responsibilities for team members based on an understanding of their strengths and weaknesses and the dynamics of the team).
25	C	3003.4.2 Differentiate between primary and secondary sources.
26	B	3003.4.3 Evaluate the reliability and credibility of sources for use in research.
27	C	3003.4.4 Evaluate the validity of Web pages as sources of information.

28	D	3003.1.3 Identify the patterns of challenging complex sentences.
29	A	3003.1.5 Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.
30	D	3003.1.8 Choose correctly or incorrectly spelled words.
31	C	3003.5.2 Choose a logical word to complete an analogy.
32	A	3003.6.4 Synthesize information across multiple complex informational or technical texts.
33	C	3003.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
34	C	3003.8.2 Differentiate among verbal, situational, and dramatic irony.
35	A	3003.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
36	B	3003.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).
37	A	3003.7.6 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).
38	B	3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
39	A	3003.3.4 Select the most precise word from a given list of synonyms.
40	A	3003.8.7 Analyze the impact of setting on the mood and plot of a literary passage.
41	C	3003.8.13 Analyze texts to identify the author's life experiences, attitudes, viewpoints, and beliefs and how these relate to the larger historical, social, and cultural context of his or her work.
42	D	3003.5.1 Make inferences and draw conclusions based on evidence in text.

43	B	3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
44	C	3003.3.3 Select the most vivid and compelling word to strengthen a description.
45	B	3003.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
46	D	3003.3.4 Select the most precise word from a given list of synonyms.
47	C	3003.1.11 Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.
48	B	3003.2.3 Distinguish between a critique and a summary.
49	A	3003.3.3 Select the most vivid and compelling word to strengthen a description.
50	B	3003.3.4 Select the most precise word from a given list of synonyms.
51	D	3003.3.8 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
52	D	3003.5.12 Select an additional sentence to add to an argument within a persuasive text.
53	A	3003.1.1 Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions.
54	B	3003.1.2 From a group of grammatically correct sentences, choose the clearest, most coherent sentence.
55	D	3003.4.5 Determine which statement presents an opposing view from those stated on a Web page.
56	D	3003.5.4 Analyze cause-effect relationships in text.
57	B	3003.7.1 Draw an inference from a non-print medium.

58	C	3003.1.2 From a group of grammatically correct sentences, choose the clearest, most coherent sentence.
59	A	3003.2.2 Distinguish between a summary and a paraphrase.
60	C	3003.3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.
61	B	3003.4.1 Select the research topic with the highest degree of focus.
62	C	3003.3.11 Determine the writer's purpose in a writing sample.
63	D	3003.3.11 Determine the writer's purpose in a writing sample.
64	B	3003.6.4 Synthesize information across multiple complex informational or technical texts.
65	B	3003.7.6 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).
66	C	3003.5.2 Choose a logical word to complete an analogy.
67	B	3003.1.3 Identify the patterns of challenging complex sentences.
68	D	3003.3.7 Select the thesis statement in a writing sample or passage.
69	B	3003.8.14 Identify classical, historical, and literary allusions in context.
70	D	3003.1.1 Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions.
71	D	3003.1.5 Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.



72	A	3003.1.6 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/ capital, principal/principle, stationary/stationery, who/whom, allusion/ illusion, complement/compliment, cite/site/sight, counsel/council, coarse/ course, farther/further, lose/loose, fewer/less, advice/advise, precede/ proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/ elude, elicit/illicit, discreet/discrete, censor/censure/sensor, conscience/ conscious).
73	A	3003.1.9 Proofread for errors in capitalization and punctuation.
74	B	3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
75	A	3003.3.4 Select the most precise word from a given list of synonyms.
76	B	3003.3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.
77	C	3003.3.6 Revise to correct a nonparallel construction.
78	B	3003.4.1 Select the research topic with the highest degree of focus.
79	A	3003.2.3 Distinguish between a critique and a summary.
80	A	3003.2.6 Select the most appropriate strategies for participating productively in a team (e.g., contributing relevant and appropriate information that moves the team toward its goals; understanding the purpose of working as a team and working according to that purpose; assigning and developing roles and responsibilities for team members based on an understanding of their strengths and weaknesses and the dynamics of the team).
81	C	3003.3.13 Identify the targeted audience for a selected passage.

## Reporting Category 1 : Language

Item Number	Correct Answer	Performance Indicator
4	D	3003.1.4 Use phrases and clauses in a variety of ways to create sophisticated complex sentences.
28	D	3003.1.3 Identify the patterns of challenging complex sentences.
29	A	3003.1.5 Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.
30	D	3003.1.8 Choose correctly or incorrectly spelled words.
47	C	3003.1.11 Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity.
53	A	3003.1.1 Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions.
54	B	3003.1.2 From a group of grammatically correct sentences, choose the clearest, most coherent sentence.
58	C	3003.1.2 From a group of grammatically correct sentences, choose the clearest, most coherent sentence.
67	B	3003.1.3 Identify the patterns of challenging complex sentences.
70	D	3003.1.1 Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions.
71	D	3003.1.5 Use previously learned techniques such as recognizing cognates, root words, affixes, foreign phrases, and textual context to identify unfamiliar words, including those specific to a particular content area.

72	A	3003.1.6 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/ capital, principal/principle, stationary/stationery, who/whom, allusion/ illusion, complement/compliment, cite/site/sight, counsel/council, coarse/ course, farther/further, lose/loose, fewer/less, advice/advise, precede/ proceed, adapt/adopt, eminent/imminent, assure/ensure/insure, allude/ elude, elicit/illicit, discreet/discrete, censor/censure/sensor, conscience/ conscious).
73	A	3003.1.9 Proofread for errors in capitalization and punctuation.

## Reporting Category 2 : Writing and Research

Item Number	Correct Answer	Performance Indicator
5	C	3003.4.1 Select the research topic with the highest degree of focus.
6	A	3003.4.2 Differentiate between primary and secondary sources.
7	D	3003.4.6 Identify information that must be cited or attributed within a writing sample.
9	C	3003.4.2 Differentiate between primary and secondary sources.
10	C	3003.4.6 Identify information that must be cited or attributed within a writing sample.
14	D	3003.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
15	A	3003.3.4 Select the most precise word from a given list of synonyms.
16	D	3003.3.13 Identify the targeted audience for a selected passage.
17	D	3003.4.4 Evaluate the validity of Web pages as sources of information.
18	C	3003.4.5 Determine which statement presents an opposing view from those stated on a Web page.
25	C	3003.4.2 Differentiate between primary and secondary sources.
26	B	3003.4.3 Evaluate the reliability and credibility of sources for use in research.
27	C	3003.4.4 Evaluate the validity of Web pages as sources of information.
38	B	3003.3.10 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
39	A	3003.3.4 Select the most precise word from a given list of synonyms.



43	B	3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
44	C	3003.3.3 Select the most vivid and compelling word to strengthen a description.
45	B	3003.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
46	D	3003.3.4 Select the most precise word from a given list of synonyms.
49	A	3003.3.3 Select the most vivid and compelling word to strengthen a description.
50	B	3003.3.4 Select the most precise word from a given list of synonyms.
51	D	3003.3.8 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
55	D	3003.4.5 Determine which statement presents an opposing view from those stated on a Web page.
60	C	3003.3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.
61	B	3003.4.1 Select the research topic with the highest degree of focus.
62	C	3003.3.11 Determine the writer's purpose in a writing sample.
63	D	3003.3.11 Determine the writer's purpose in a writing sample.
68	D	3003.3.7 Select the thesis statement in a writing sample or passage.
74	B	3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
75	A	3003.3.4 Select the most precise word from a given list of synonyms.
76	B	3003.3.5 Use a variety of strategies to combine a simple set of sentences into a longer, more complex sentence.

77	C	3003.3.6 Revise to correct a nonparallel construction.
78	B	3003.4.1 Select the research topic with the highest degree of focus.
81	C	3003.3.13 Identify the targeted audience for a selected passage.

## Reporting Category 3 : Communication and Media

Item Number	Correct Answer	Performance Indicator
21	B	3003.7.3 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
22	D	3003.7.5 Discern how the limitations imposed by a particular medium restrict the delivery of a particular message.
23	D	3003.2.4 Discern the structure of a complex speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
24	A	3003.2.6 Select the most appropriate strategies for participating productively in a team (e.g., contributing relevant and appropriate information that moves the team toward its goals; understanding the purpose of working as a team and working according to that purpose; assigning and developing roles and responsibilities for team members based on an understanding of their strengths and weaknesses and the dynamics of the team).
37	A	3003.7.6 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).
48	B	3003.2.3 Distinguish between a critique and a summary.
57	B	3003.7.1 Draw an inference from a non-print medium.
59	A	3003.2.2 Distinguish between a summary and a paraphrase.
65	B	3003.7.6 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).
79	A	3003.2.3 Distinguish between a critique and a summary.
80	A	3003.2.6 Select the most appropriate strategies for participating productively in a team (e.g., contributing relevant and appropriate information that moves the team toward its goals; understanding the purpose of working as a team and working according to that purpose; assigning and developing roles and responsibilities for team members based on an understanding of their strengths and weaknesses and the dynamics of the team).

## Reporting Category 4 : Logic

Item Number	Correct Answer	Performance Indicator
1	A	3003.5.3 Evaluate text for fact and opinion.
2	C	3003.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
8	B	3003.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
31	C	3003.5.2 Choose a logical word to complete an analogy.
42	D	3003.5.1 Make inferences and draw conclusions based on evidence in text.
52	D	3003.5.12 Select an additional sentence to add to an argument within a persuasive text.
56	D	3003.5.4 Analyze cause-effect relationships in text.
66	C	3003.5.2 Choose a logical word to complete an analogy.

## Reporting Category 5 : Informational Text

Item Number	Correct Answer	Performance Indicator
19	B	3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.
20	A	3003.6.3 Analyze the ways in which the organizational structure of a complex informational or technical text supports or confounds its meaning or purpose.
32	A	3003.6.4 Synthesize information across multiple complex informational or technical texts.
64	B	3003.6.4 Synthesize information across multiple complex informational or technical texts.



## Reporting Category 6 : Literature

Item Number	Correct Answer	Performance Indicator
3	D	3003.8.13 Analyze texts to identify the author's life experiences, attitudes, viewpoints, and beliefs and how these relate to the larger historical, social, and cultural context of his or her work.
11	B	3003.8.10 Analyze the development of similar or contrasting themes across two or more literary passages.
12	C	3003.8.10 Analyze the development of similar or contrasting themes across two or more literary passages.
13	B	3003.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).
33	C	3003.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
34	C	3003.8.2 Differentiate among verbal, situational, and dramatic irony.
35	A	3003.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
36	B	3003.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper article on the same theme or topic).
40	A	3003.8.7 Analyze the impact of setting on the mood and plot of a literary passage.
41	C	3003.8.13 Analyze texts to identify the author's life experiences, attitudes, viewpoints, and beliefs and how these relate to the larger historical, social, and cultural context of his or her work.
69	B	3003.8.14 Identify classical, historical, and literary allusions in context.